

*Want Students to Continue
Beyond 2nd Year?*
Here's the Key

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ACTFL

ANNUAL CONVENTION
& WORLD LANGUAGES EXPO

SAN DIEGO 2015
SAN DIEGO CONVENTION CENTER
NOVEMBER 20-22

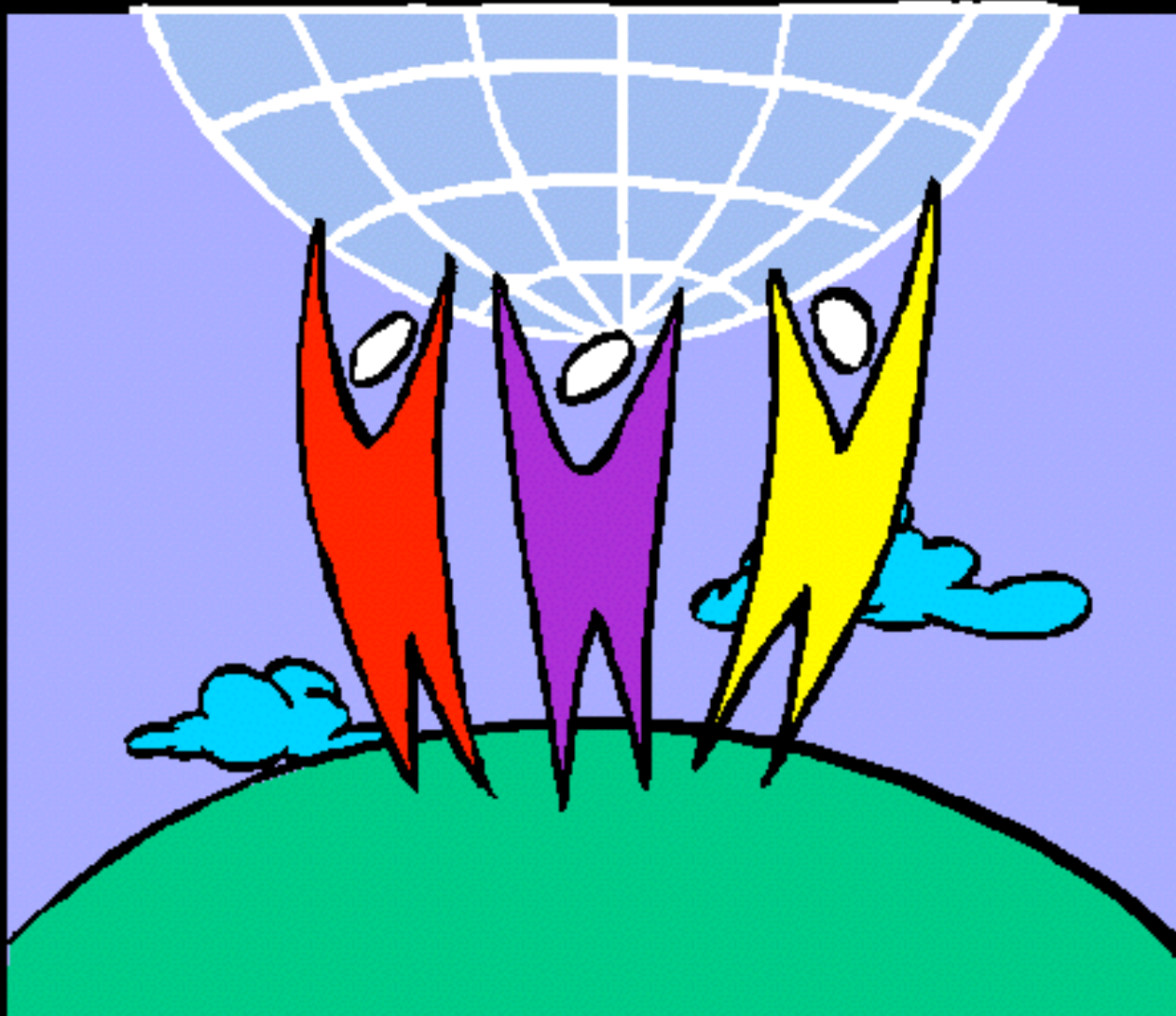


Motivation . . .

refers to the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will make in that respect.

J.M. Keller, “Motivation: Reopening the Research Agenda”
in Crooks and Schmidt, 1983





*Motivation is THE most
influential factor in
learning a new
language.*

R. C. Gardner in Glisan and
Shrum's

Teacher's Handbook
2000



***. . . acquisition can
only occur in the
presence of certain
affective conditions:
i.e., the learner is
motivated, self-
confident, and has a
low level of anxiety.***

Stephen Krashen in Glisan and Shrum's

Teacher's Handbook

2000

It's all about motivation!



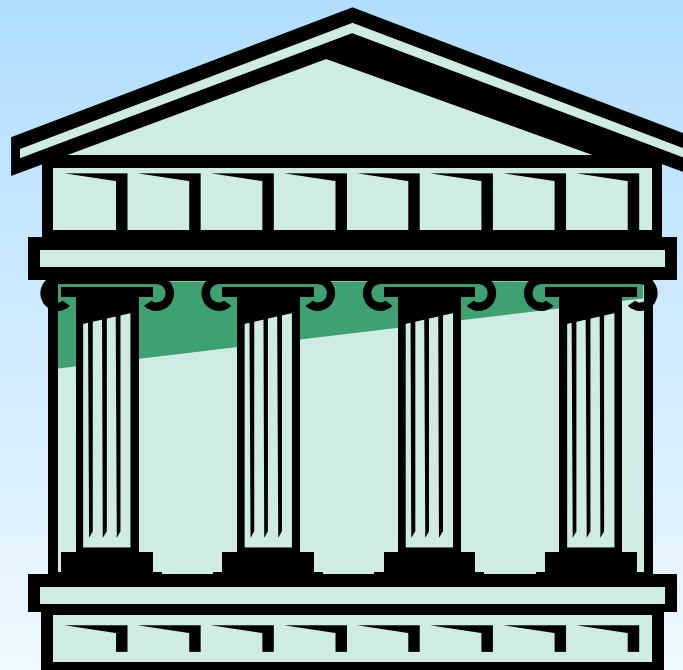
Motivated learners are BETTER learners.

Motivated learners learn MORE!

Motivated learners have STAYING POWER!

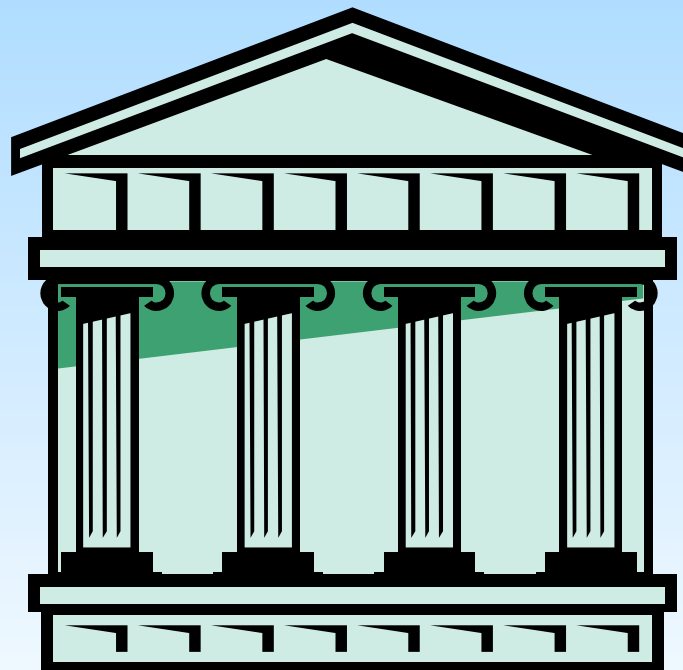
Keller's Theory of Motivation

- ☐ Interest
- ☐ Relevance
- ☐ Expectancy
- ☐ Outcomes



Keller's Theory of Motivation

 **Interest**





What is the #1 reason students
sign up for foreign language
classes?

Why do students sign up for foreign language classes?



*A majority of students indicated that wanting to be able to **speak** a second language was the **main** reason for studying [it].*



*Attrition in Foreign Language Courses:
Possible Causes and Solutions
(Unpublished doctoral dissertation)
Maria Nuzzo, 2006*

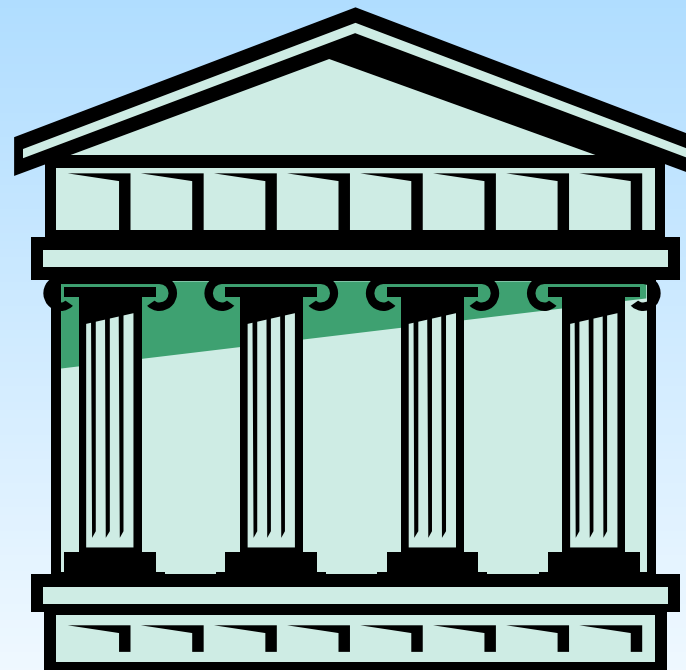
Keller's Theory of Motivation



Interest



Relevance





What are some of the outward signs that students find their foreign language experience relevant?

In elective courses, what happens when you don't get what you want or need?

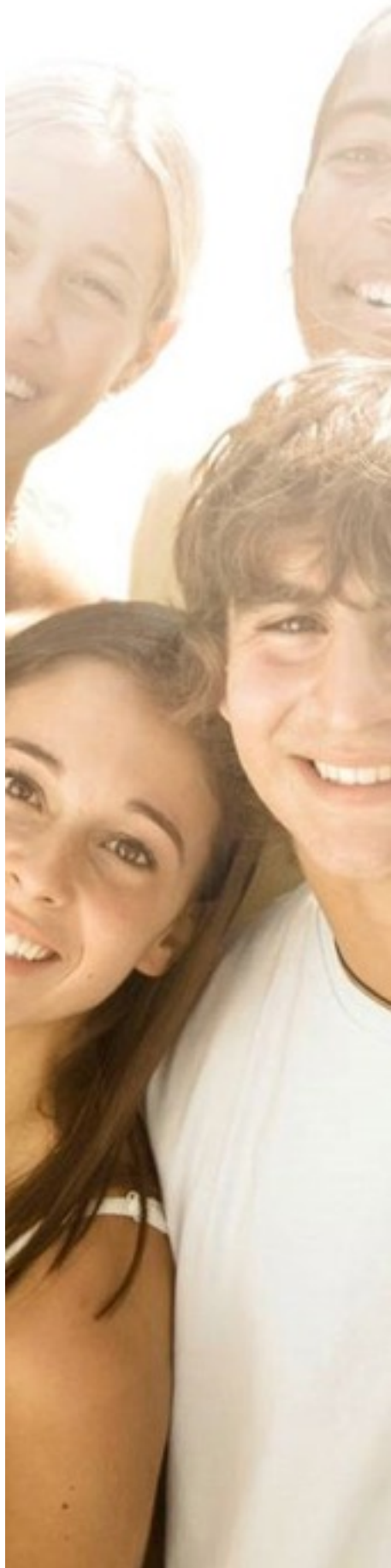


What percentage of students do you think do NOT continue once their perceived world language requirement is met?

75%

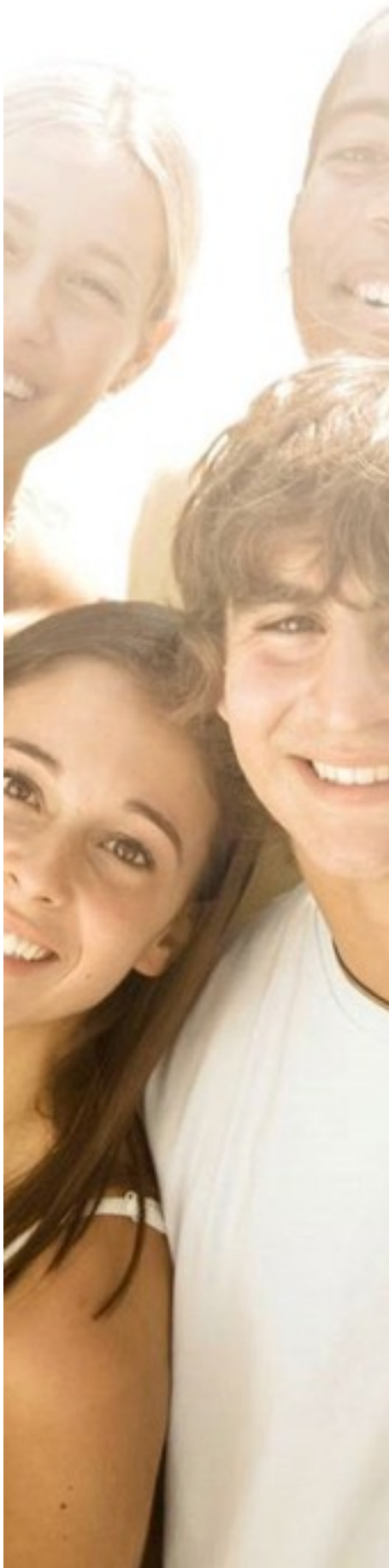
A close-up, high-angle shot of a diverse group of seven young adults, likely students, smiling warmly at the camera. They are tightly packed together, creating a sense of community and positivity. The lighting is bright and natural, highlighting their features and the joy on their faces. The text 'Why do our students leave us?' is superimposed over the upper portion of the image in a bold, black, sans-serif font.

Why do our students leave us?



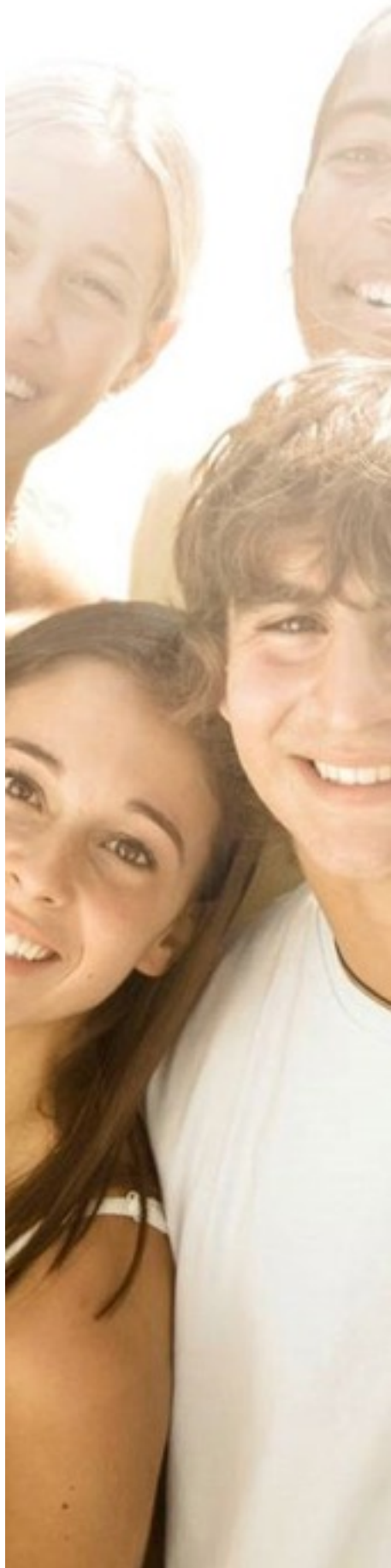
Why are you not continuing your foreign language study into Level 3?

- I'm graduating.
- I hate it.
- I want more fun classes.
- I'm tired of studying this language.
- Don't have the patience for it.
- Lazy
- I would probably fail it.
- Two foreign language credits is all that is required for a diploma of distinction.

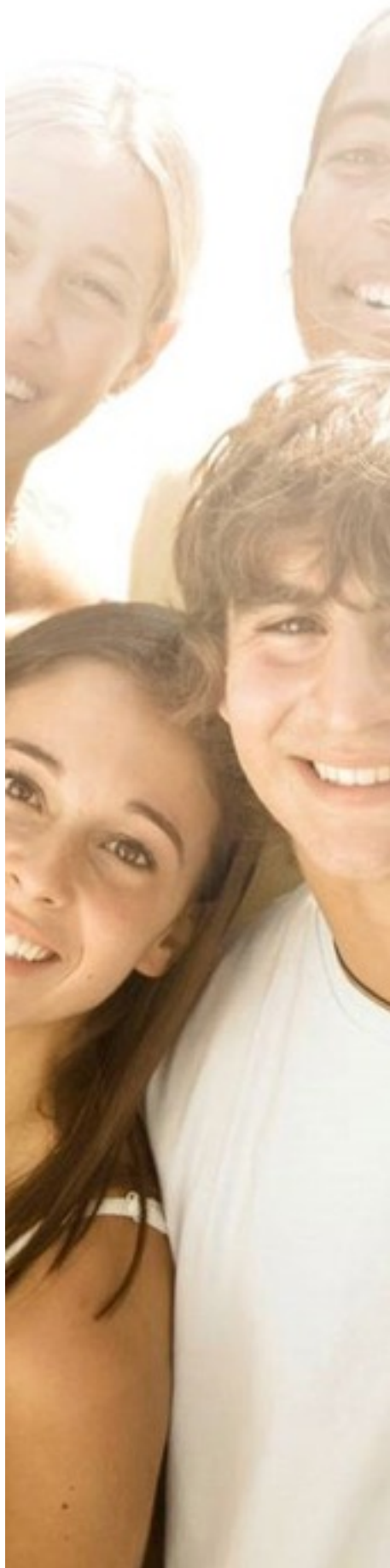


Why are you not continuing your foreign language study into Level 3?

- I already know the language--we speak it at home.
- Don't want to
- It is getting very hard for me, and I need other subjects to graduate with honors.
- Too hard
- Don't like it, and I'm not good at it.
- Tired of studying the language
- The class is interesting, but I didn't enjoy it very much. There are more useful and more enjoyable classes I can take later.



And when asked why he
was not continuing, one
student simply
commented . . .



**“ I am so tired of
all those damn
verb
congregations!”**

Your attrition rate is an indicator
of the health of your program



A quick and easy survey

1. What did you like most about this class?
2. What did you like least about this class?
3. What would like to have done more of?
4. What would you like to have done less of?
5. If you could give me some parting words of advice, what would they be?

Tip to the teacher

The secret to honest answers? Ask students to respond to the questions in a computer document and then print it out. No names.

Keller's Theory of Motivation



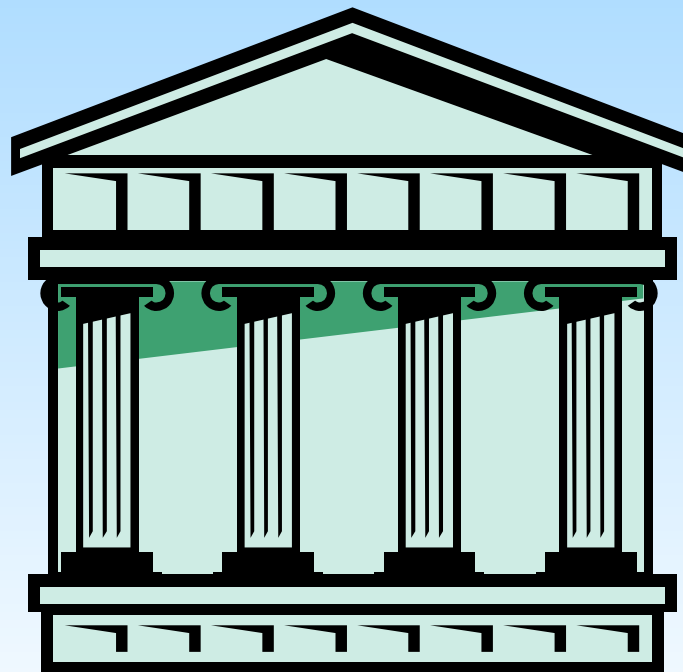
Interest



Relevance



Expectancy





Learners who think they are likely to succeed are *more highly motivated* than are those who expect to fail.

*Deci, Keller and Pintrich in
Crooks and Schmidt, "Motivation: Reopening the Research Agenda" 1991*

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FROM JIM ROHN

WHAT WOULD YOU DO
IF GIVEN A
**SECOND
CHANCE?**

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OVERCOMING ADVERSITY

**A BLUEPRINT FOR
SUCCESS THROUGH
GOAL SETTING**
THE WORLD'S FAMOUS
SUCCESS EXPERT
BRIAN TRACY
REVEALS ALL



FROM THE HOOD TO DOING GOOD!

JOHNNY WIMBREY: AN EX DRUG DEALER, NOW ONE OF THE WORLD'S TOP INTERNATIONAL MOTIVATIONAL
SPEAKERS AND A RADIO AND TV PRESENTER AND BESTING SELLING AUTHOR - ALL AT THE AGE OF JUST 31

Self-efficacious learners attribute their success mainly to their own efforts and strategies, believe that their own abilities will improve as they learn more, and recognize that errors are a part of learning.

Bandura, 1992

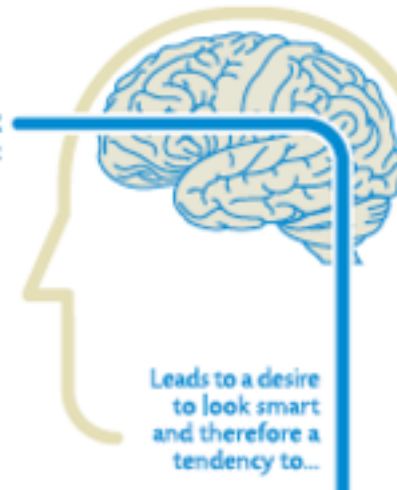


Students with low self-efficacy believe themselves to have inherent low ability, choose less demanding tasks on which they will make few errors and do not try hard because they believe that any effort will reveal their own lack of ability.

Bandura, 1992

Fixed Mind-set

Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

CHALLENGES

...avoid challenges

OBSTACLES

...give up easily

EFFORT

...see effort as fruitless or worse

CRITICISM

...ignore useful negative feedback

SUCCESS OF OTHERS

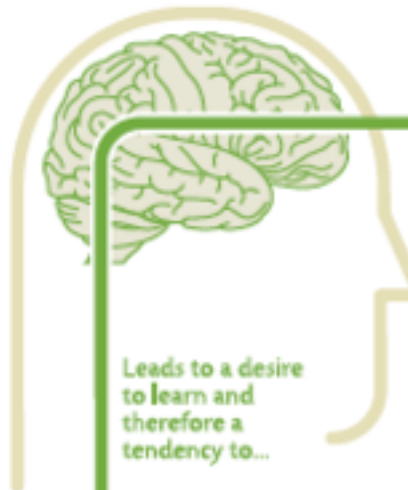
...feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world**.

Growth Mind-set

Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

...embrace challenges

...persist in the face of setbacks

...see effort as the path to mastery

...learn from criticism

...find lessons and inspiration in the success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will**.

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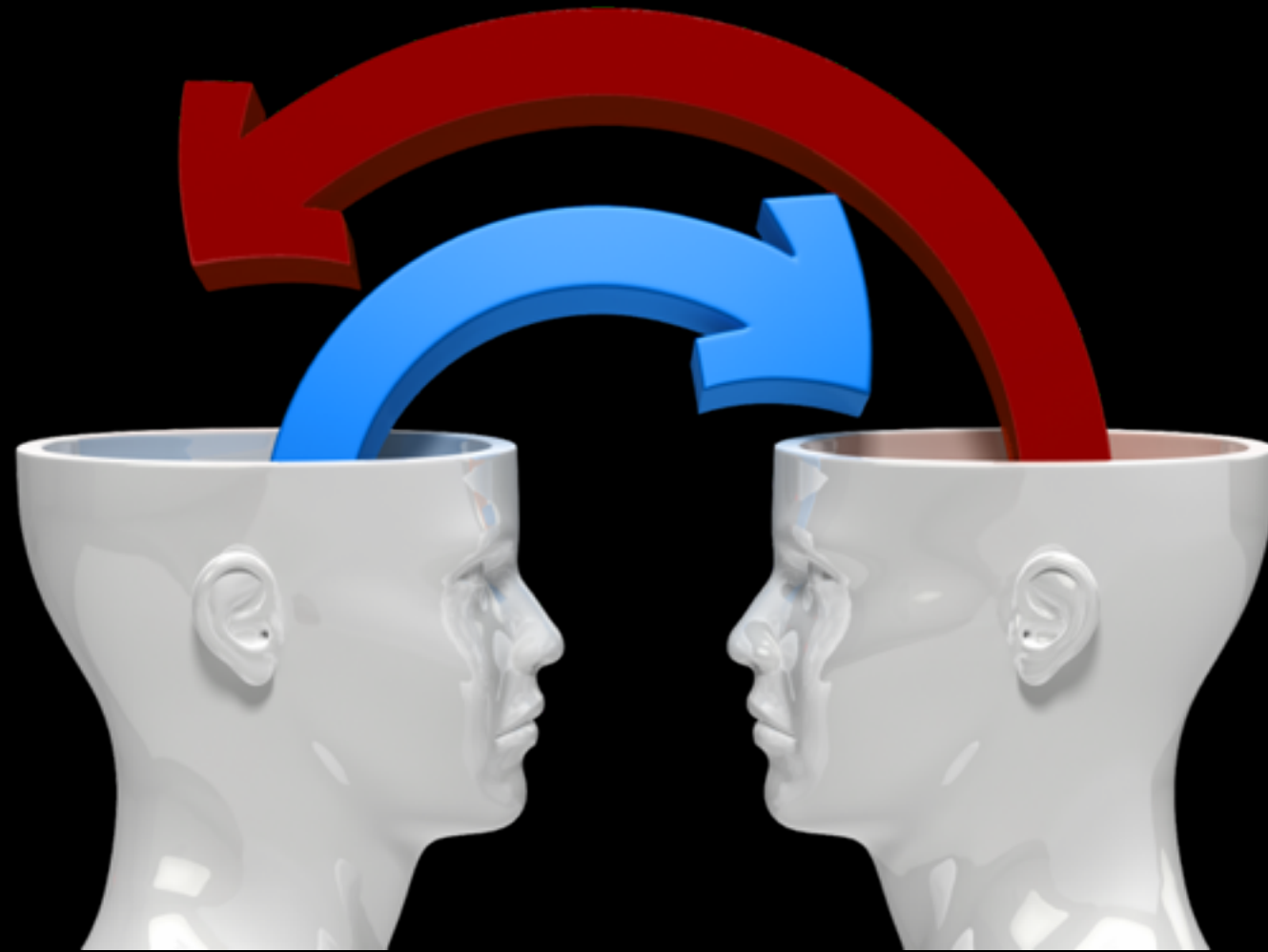


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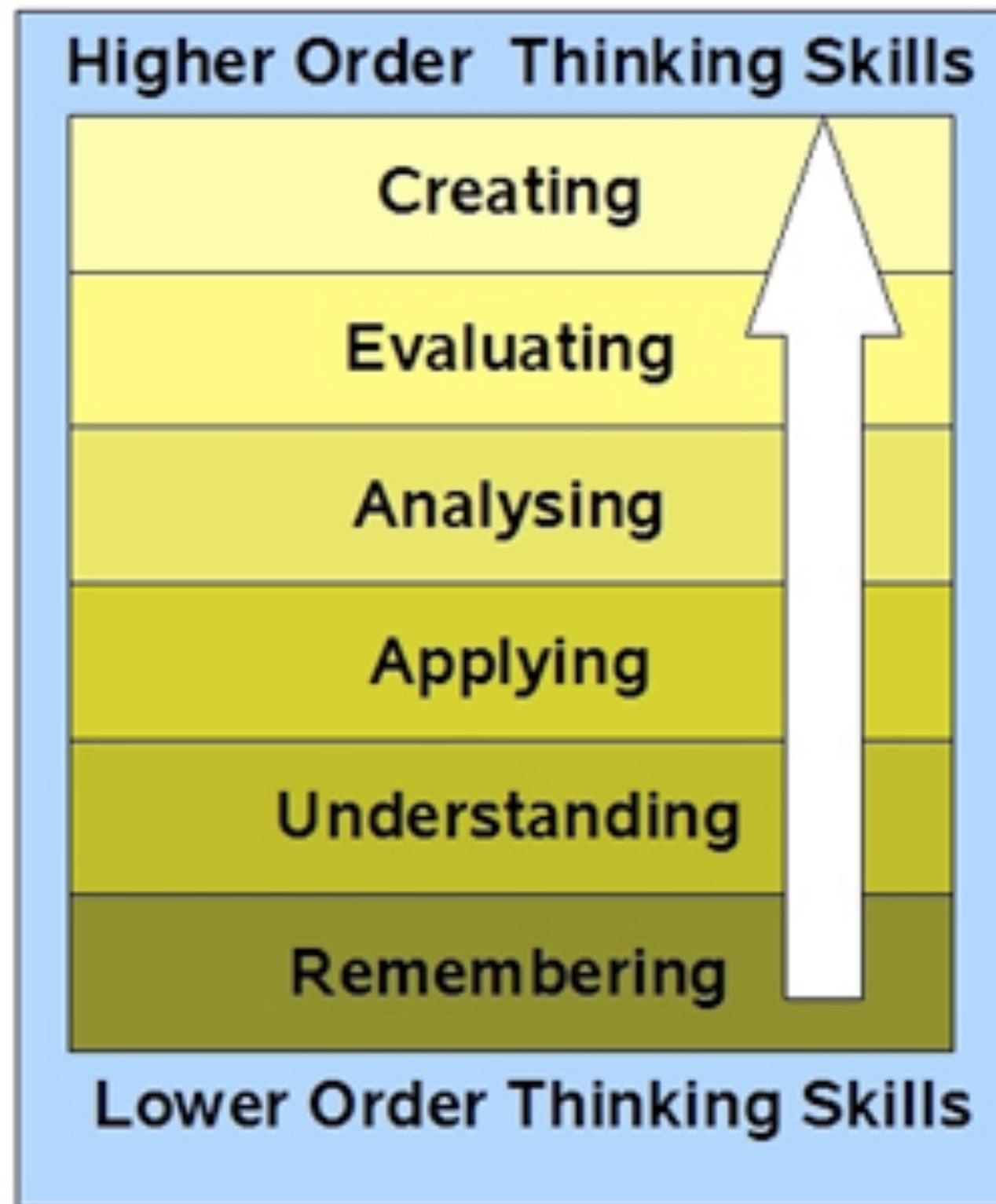
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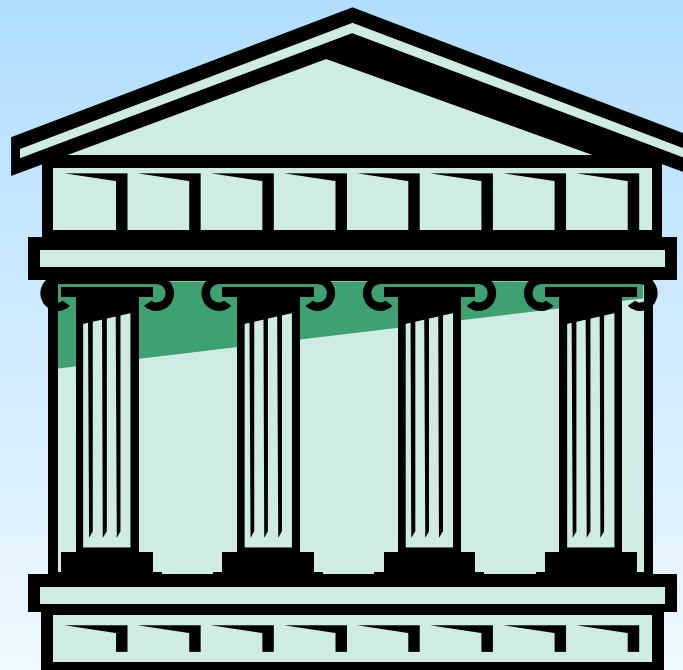
What do students say is the hardest thing about learning a foreign language ?

Bloom's Revised Taxonomy



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- ☐ Outcomes



Learning Targets

UNIT 1 THEME: *It's nice to meet you!*

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can recognize some common greetings and expressions. I can understand some-one saying a date or time. I can understand someone talking about their age, where they are from, their phone number and birthday. 	<ul style="list-style-type: none"> I can understand basic personal information from communications such as e-mails, personal profiles. I can identify some cognates or characters that help me understand the meaning. 	<ul style="list-style-type: none"> I can greet and say goodbye to people. I can introduce myself and ask someone their name. I can answer questions about my name, age, origin, and phone number. 	<ul style="list-style-type: none"> I can greet people. I can tell my age and my birthday. I can tell where I am from. 	<ul style="list-style-type: none"> I can write an introduction of myself. I can write my age and my birthday. I can write where I am from. I can write my phone number. I can write the date & time.

change to a Shelby County example

UNIT 2 THEME: *Who am I?*

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes themselves or someone else. I can understand simple questions about myself or someone else. 	<ul style="list-style-type: none"> I can understand some basic personal information found in short readings. 	<ul style="list-style-type: none"> I can answer questions about physical characteristics, personality and simple likes and dislikes. I can ask questions to find out basic information about someone else. 	<ul style="list-style-type: none"> I can describe myself including personality & physical characteristics. I can describe someone else including age, personality, and physical characteristics. 	<ul style="list-style-type: none"> I can write about myself including my personality & physical characteristics. I can write about someone else including their age, personality, & physical characteristics.

UNIT 3 THEME: *What do you like to do?*

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when 	<ul style="list-style-type: none"> I can understand basic 	<ul style="list-style-type: none"> I can answer questions about my likes and dislikes. 	<ul style="list-style-type: none"> I can express my likes / 	<ul style="list-style-type: none"> I can express my likes /

Lesson Plan

Unit Holiday in Madrid

Lesson Number 5 of 25

Grade MS/HS

Time of Year to be Taught Winter

Stage 1: **What will students know and be able to do at the end of this lesson?**

DO You will be able to figure out and tell someone how to use the metro system in Madrid to get from place to place.

KNOW *Vocabulary*
metro system
subway station
line
destination
transfer point
ticket
exit
map

Structures
Familiar and formal commands

Culture
normalcy of use of this mode of
transportation in Madrid
economical ways of using it

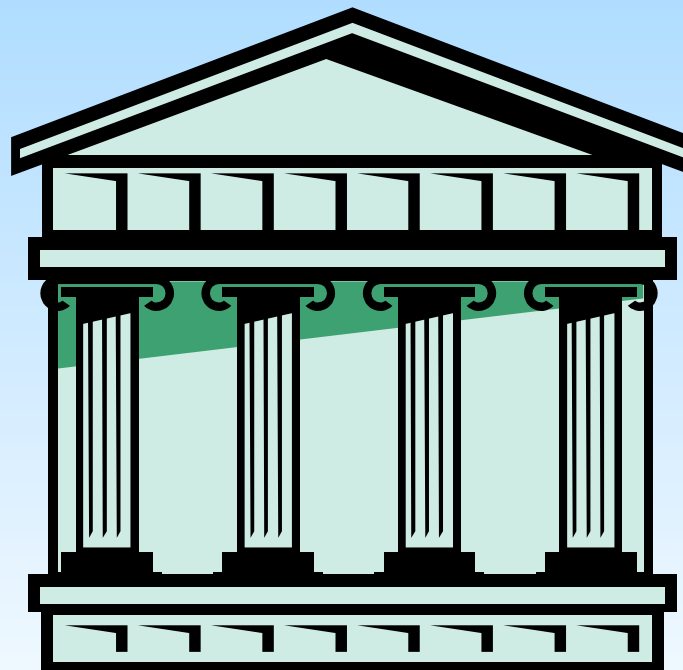
Stage 2: **How will you know that students can do that?**

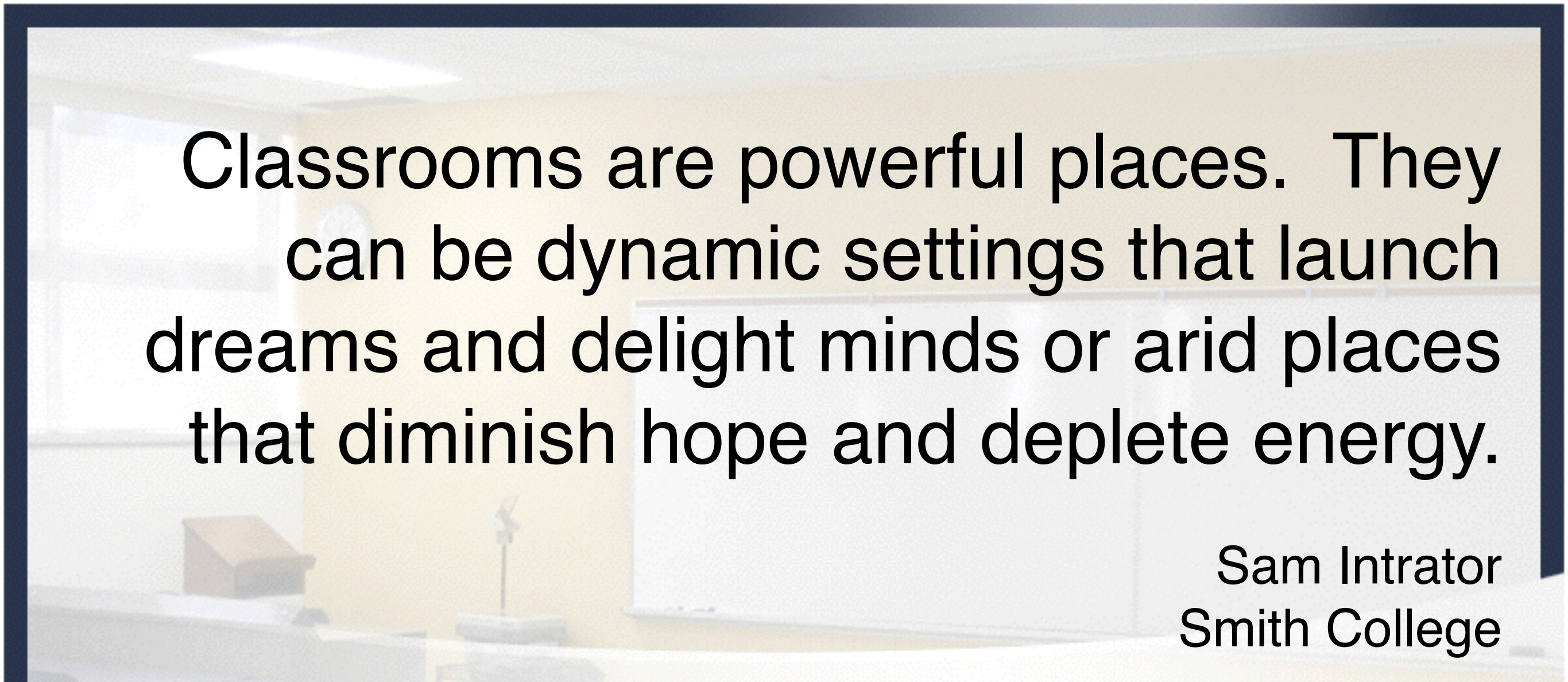
As a closing activity, students will give me directions * on how to get from Point A to Point B using the Madrid metro system.

* students can text, email, or handwrite this information to give to the teacher.

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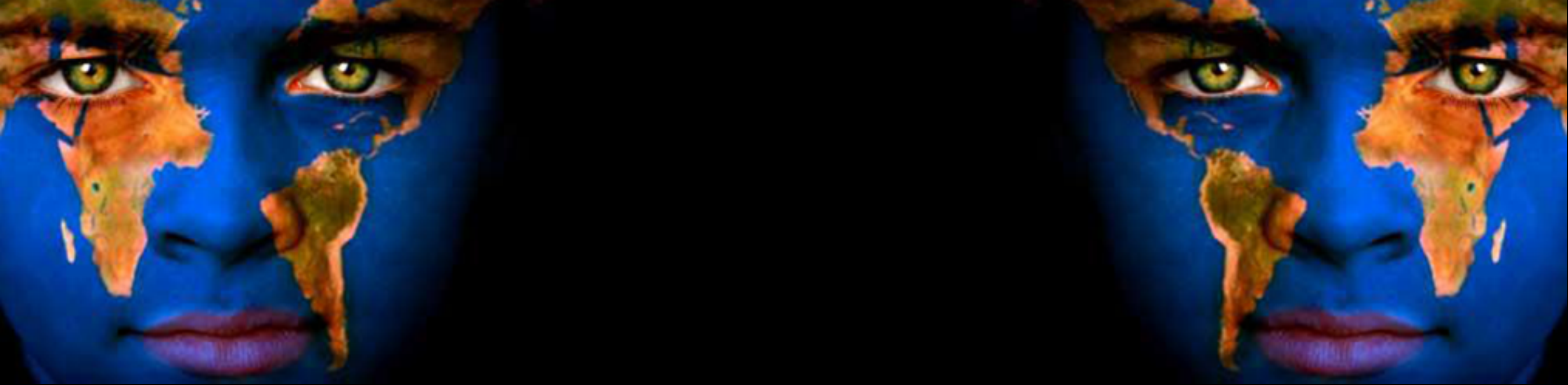




Classrooms are powerful places. They can be dynamic settings that launch dreams and delight minds or arid places that diminish hope and deplete energy.

Sam Intrator
Smith College





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